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ABSTRACT

To investigate the effectiveness of the "The Holt Basic Reading System, 1977" in a variety of schools that had used the system for one or two years, a four-part field study was devised that involved selecting demographic data on the participating schools, assessing the judgments and ideas of the school administrators in regard to the reading methodology and design, determining the teachers' reactions to the program, interviewing students for their reactions to the program and to determine their reading interests, and measuring the program's effects on students' reading and language arts achievement. Results of the study can be summarized as follows: the 39 school administrators rated the program as "very good" to "excellent" and agreed that it provided sufficient practice in the basic skills, appealed to the child's interests, and offered sufficient professional help; the reaction of the 280 teachers who participated in the study was positive and they approved of the various techniques employed in the system; students rated the career and art portfolio sections of the textbooks as important and indicated that the reading level was appropriate for them; and pre/posttest analysis of students' reading achievement demonstrated achievement growth in reading and language arts. (MAI)

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ED166644

A Field Research Study

of

THE HOLT BASIC READING SYSTEM

(1977-1978)

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CS004591

HOLT, RINEHART
AND WINSTON

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Dear Educator:

This report evaluates THE HOLT BASIC READING SYSTEM © 1977 in schools which have used the program for one or two years. Hence, in regard to our reading program, we have been able to compare the ideas and judgments of teachers who have completed their first year of instruction with THE HOLT BASIC READING SYSTEM with teachers who have completed their second year. Similarly, through the report's design, we have been able to compare the reading and language arts achievement of students whose schools have used the program for one or two years. Indeed, we are quite pleased with the contents of this report because it supports our intention and expectation that THE HOLT BASIC READING SYSTEM continues to contribute to successful reading instruction. In addition, the conclusions of the report have made it possible for our authors and editors to refine the program to better meet the needs of our students.

While we at Holt seek to improve our methods in collecting, analyzing and utilizing information from teachers and students, we realize that instructional materials are only one factor in the total educational process. A child's ultimate success is tied to home and parental influences, to the total school and classroom environment, to the child's own commitment and to the professionalism of the teacher, as well as to instructional materials.

We very much appreciate the time and effort expended by the cooperating schools that participated in the 1977-1978 research. In the coming year, we look forward to wider interaction with an even greater number of schools that share our ultimate goal of contributing to more successful learning experiences for our young people.

Sincerely,

Thomas J. Murphy

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Research Report: THE HOLT BASIC READING SYSTEM (HBRS)
Field Study (1977-1978)

METHODOLOGY AND SUMMARY OF FINDINGS

I. Statement of Purpose/Methodology:

Holt, Rinehart and Winston (School Department) sought to investigate the effectiveness of THE HOLT BASIC READING SYSTEM © 1977 in developing student achievement growth in reading and language arts. To further this aim, a field study was conducted by Holt during the 1977-1978 school year which involved the following objectives and design:

Objective One: To assess the effectiveness of the HBRS program in a variety of school settings.

Design:

1. School sites were selected with consideration of such variables as geographic region, type of school community, total school population, grade levels (i.e. kindergarten through the eighth grade), and estimated family income of students.[1] Importantly, the study also considered whether the school site had employed the HBRS program for one or two years.

2. Demographic data were collected for all school sites.

Objective Two: To assess the judgments and ideas of school administration in regard to reading methodology and the design and content of the HBRS program.

Design:

1. A questionnaire[2] was developed for school administrators that required reaction to items emphasizing reading methodology and the design and content of the HBRS program. The questionnaire was presented to school administrators in an on-site or telephone interview and subjected to analysis.

Objective Three: To assess the judgments and ideas of teachers in regard to reading methodology and the design and content of the HBRS program.

Design:

1. A questionnaire was developed for teachers which required reaction to items which emphasized reading methodology and the design and content of the HBRS program.

[1] The estimated family income of students was in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

[2] All questionnaire data was processed by Data Tab Inc., New York, New York.

2. Differences in primary teachers'[3], intermediate teachers'[4], and junior high school teachers'[5] judgments and ideas were assessed. Moreover, differences between the judgments of teachers who had instructed the HBRS program for one or two years was assessed.

Objective Four: To assess the judgments and ideas of students in regard to the design and content of the HBRS program. In addition, the reading and general interests of seventh and eighth grade students were assessed.[6]

Design:

1. Questionnaires were developed for students which required reaction to items emphasizing the design and content of the HBRS program. Differences in student judgment and ideas were assessed by considering the moderator variables of student grade level and sex.

2. On-site interviews were conducted at representative schools which, in part, assessed the students' level of interest in the stories of the HBRS program.[7]

Objective Five: To assess the HBRS program's effects on students' reading and language arts achievement.

Design:

1. Since the HBRS program employs a total-language approach to reading, the reading and language arts subtests of the Comprehensive Tests of Basic Skills (CTBS)—Forms S and T (published by CTB/McGraw-Hill © 1973, 1975) were selected as the achievement measures. The subtests were administered to the students in October, 1977 (pretest session), and May, 1978 (posttest session). The standardization of the CTBS in 1973 insured that students' performances would be realistically compared with that of their contemporaries.

2. Pre- and post-national quartile distributions of the students' scores in reading and language arts were assessed for first through eighth grade students.[8] The assessment of student scores defined whether the school site had employed the HBRS program for one or two years.

II. Summary of Findings:

Some 45 school systems throughout the country participated in several, if not all, of the phases of THE THE HOLT BASIC READING SYSTEM Field Study (1977-1978). In rank order, the school systems are

[3] For the purposes of this study, the grade assignment of primary teachers was considered to be grades kindergarten through three.

[4] For the purposes of this study, the grade assignment of intermediate teachers was considered to be grades four through six.

[5] For the purposes of this study, the grade assignment of junior high school teachers was considered to be grades seven and eight.

[6] A study of the reading and general interests of students in kindergarten through sixth grade was conducted during the 1976-1977 school year and is available upon request from the School Product Research Department, Holt, Rinehart and Winston.

[7] On-site interviews were addressed to students employing Levels 8, 12, and 15 of the HBRS program.

[8] Tabulation of scores was conducted by CTB/McGraw-Hill, Monterey, California.

thus represented by national geographic region: Western Region (n=11), Atlantic Region (n=10), Mid-western Region (n=9), Pacific Region (n=8) and Eastern Region (n=7).[9]

The following is a summary of the findings of these phases:

A. School Administrator Reaction to the HBRS program.

(There were 39 school administrators who participated in on-site or telephone interviews.)

1. All features of the HBRS program received ratings of "Very Good" to "Excellent" by the school administrators. The highest ratings were for the program's variety of story content and materials which allow for flexibility in teaching mode.

2. The school administrators report agreement that the program provides sufficient practice in the basic skills.

3. The school administrators cite the major strengths of the program as: the stories relate to children's interests, the teachers feel the program is all-inclusive, and the helpfulness of the Holt support personnel. They site the weaknesses of the program as: the HBRS Management System could be simplified, the vocabulary load for some primary children is too heavy[10] and the transition between Levels 2 and 3 is irregular.

B. Teacher Reaction to the HBRS program.

(There were 280 teachers who participated in the survey.)

1. In support of the HBRS program's total language approach to reading, teachers most commonly report that they teach reading as part of a total language arts curriculum using a basic reader.

2. Teachers rate all the listed features of the HBRS program as "Very Good" or "Good." The program's variety of story content, selections which reflect children's interests, and story themes which relate to student maturity level received the highest rating.

3. The teachers agree the program's "Introduce, Review, Test" Design aids retention of previously learned concepts and skills.

4. Teachers report satisfaction with the ability of all the listed features in the teacher and pupil editions in achieving their stated outcomes.

[9]In this study, the *Western Region* included the states of Colorado, Missouri, Nebraska, and Oklahoma. The *Atlantic Region* included the states of Alabama, South Carolina, and Virginia. The *Midwestern Region* included the states of Illinois, Michigan, Minnesota, and Ohio. The *Pacific Region* included the states of California, Idaho, Montana, Nevada, and Washington. The *Eastern Region* included the states of New Jersey, New York, and Pennsylvania.

[10]It should be noted that the teachers employing HBRS Levels 1-8 in the field study (n=68) indicate that the repetition of the vocabulary is adequate (82%) and the vocabulary load is appropriate. (Please refer to "Study Phase: Teacher Reaction to the HBRS Program" of this report.)

5. Teachers employing Levels 1–8 state that in terms of vocabulary maintenance, they find the repetition of vocabulary adequate (82%).

C. Student Interests/Reaction to the HBRS program.

(There were 7219 students who participated in the survey.)

1. Concerning their Holt materials, students across grade levels agree that they enjoy the pictures and photographs in their textbook, the reading selections are interesting, they understand the workbook directions, enjoy using their textbooks, and find the art portfolio interesting.

2. Across grade levels, students strongly report that their textbook is at the appropriate reading level for them. Intermediate and junior high school students tend to indicate, however, that they do not enjoy discussing the "Reading and Reflecting" questions.

3. In their interests assessment, junior high school male students indicate that they prefer books about sports, science fiction and careers when they choose reading material from the library. Junior high school females enjoy reading young adult literature and humorous books.

D. Student On-Site Interviews.

(There were 251 students who participated in on-site interviews. These students were reading Levels 8, 12 and 15 of the HBRS program.)

1. Students state that the career and art portfolio sections of their textbook are important to their learning and demonstrate a clear understanding of their objectives. Over 60% of the students report that they have never been to an art museum.

2. A correlation of high and low interest stories as reported by both teachers and students appears to consistently cite several specific selections. The report indicates that the story preference of a few selections may be related to the variable of sex.

E. Pre/Post Analysis of Students' Achievement in Reading and Language Skills.

(There were 7143 students for whom there were both pre- and post-test scores for the reading and language arts subtests for the Comprehensive Tests of Basic Skills—Forms S and T, published by CTB/McGraw-Hill.)

In general, after instruction with THE HOLT BASIC READING SYSTEM, students demonstrated achievement growth in reading and language arts as indicated by their post-test movement to higher national quartiles.

Research Report: The HOLT BASIC READING SYSTEM (HBRS) Field Study (1977-1978)
Study Phase: School Administrator Reaction to the HBRS Program

I. STATEMENT OF PURPOSE/METHODOLOGY:

Holt, Rhinehart and Winston (School Department) sought to investigate the reaction of school administrators to the HOLT BASIC READING SYSTEM (1977). It was felt that as school administrators, these educators were in a strong position to evaluate the reading program's effectiveness throughout the elementary grade levels. For this purpose, a questionnaire was designed for school administrators which would meet the following objectives:

A. To assess the characteristics of the school administrator sample completing the questionnaire.

B. To assess the judgments of the school administrators in regard to the instructional design and content of the HBRS program.

C. To assess the judgments of the school administrators in regard to overall strengths and weaknesses of the HBRS program.

The questionnaire was distributed to thirty-nine school administrators whose schools had employed the HBRS program (1977 Edition) and who consented to participate in this phase of the HBRS Field Study. The questionnaire was administered by telephone or on-site interviews. The items on the questionnaire were analyzed largely by assessing response means and standard deviations.

II. RESULTS:

A. General School Information Responses:

The responses made by the school administrators concerning general school information are presented in Table 1. (This table immediately follows Section II A.)

In rank order the school administrators (n=39) are thus represented by national geographic region: Atlantic Region (n=9), Western Region (n=8), Pacific Region (n=8), Midwestern Region (n=7), and Eastern Region (n=7). The schools of the administrators have employed the HBRS program for either one year (n=14) or two years (n=25). They are quite varied in their description of their schools, in terms of the type of school community, the total school population, and the estimated family income of their students.

TABLE 1a

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN SCHOOL ADMINISTRATOR STUDY PHASE

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Eastern	Large City	K-6	856	Low to Middle
"	Large City	K-8	375	Low
"	Suburb	1-8	670	Middle to Upper
"	Suburb	K-6	396	Middle
"	Small City	K-8	289	Low to Middle
"	Small City	1-8	595	Middle
"	Small City	6-8	1070	Low
Atlantic	Large City	3-5	300	Low to Middle
"	Large City	K-5	420	Low to Upper
"	Suburb	K-6	544	Middle
"	Suburb	K-5	452	Middle
"	Suburb	6-8	1940	Middle to Upper
"	Suburb	K-5	1047	Middle to Upper
"	Small City	K-6	1500	Middle
"	Rural	1-9	1525	Low
"	Rural	K-7	617	Middle
Midwestern	Large City	1-8	157	Middle
"	Suburb	K-8	556	Middle to Upper
"	Suburb	K-6	520	Middle to Upper

[1] Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

TABLE 1b

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN SCHOOL ADMINISTRATOR STUDY PHASE

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Midwestern	Small City	1-8	270	Middle to Upper
"	Small City	1-8	271	Low to Middle
"	Rural	K-3	240	Middle
"	Rural	K-6	393	Middle
Western	Suburb	K-6	330	Middle
"	Suburb	K-6	624	Upper
"	Suburb	K-5	400	Low to Middle
"	Suburb	K-6	350	Middle to Upper
"	Suburb	K-6	800	Low to Middle
"	Suburb	K-6	500	Middle to Upper
"	Suburb	K-6	617	Middle
"	Small City	K-6	750	Low to Middle
Pacific	Large City	K-6	421	Middle
"	Large City	K-5	575	Low to Upper
"	Large City	K-6	238	Middle to Upper
"	Large City	K-6	540	Middle
"	Suburb	K-6	585	Middle
"	Suburb	K-6	390	Middle to Upper
"	Small City	K-6	190	Middle
"	Rural	K-6	510	Low to Middle

[1]Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

B. Instructional Design and Content of the HOLT BASIC READING SYSTEM.

The responses made by the school administrators concerning the instructional design and content of the HBRS program are presented in Tables 2 and 3. (These tables immediately follow Section II B.) School administrators were asked to rate the features of the program on a scale of 5 (Excellent) to 1 (Poor). All the features of the program received very high mean ratings by the school administrators. A rank order list of the HBRS features and response means well demonstrates this conclusion.

HBRS Feature	*Response Mean*
1. Variety of story content.	4.62
2. Materials allow for flexibility in teaching mode.	4.54
3. Selections reflect children's interests.	4.46
4. Suggestions in the teacher's edition integrate the components of the Holt program.	4.41
5. Materials allow for student ability differences.	4.38
6. Design of discussion questions.	4.29
7. Varied ideas to introduce and reinforce basic reading skills.	4.28
8. Objectives as they are defined.	4.28
9. Relation of story themes to student maturity level.	4.15
10. Transition between consecutive reading levels.	4.09
11. Warm-up activities aid in motivating students for story selection.	4.09

Moreover, it should be noted that the school administrators were quite homogeneous in their judgments as indicated by the low standard deviation scores of these questionnaire items.

In addition, school administrators were asked how strongly they agreed or disagreed with statements concerning the materials of the HBRS program on a scale of 5 (Strongly Agree) to 1 (Strongly Disagree). School administrators report that they agree to strongly agree to all questionnaire statements, namely (in rank order).

Statement	*Response Mean*
1. Illustrations and photographs enrich story appreciation.	4.74
2. Career pages are useful.	4.49
3. The materials avoid ethnic and sexual bias.	4.46

	Statement	*Response Mean*
4.	Material provides a clear means by which to evaluate a child's progress.	4.41
5.	Skills presented progress smoothly in logical order.	4.28
6.	The program provides sufficient practice in the basic skills.	4.15
7.	The introduction of new vocabulary is well developed.	4.13
8.	The "Introduce, Review, Test" design aids retention of previously learned concepts and skills.	4.11

Once again, the school administrators are quite homogeneous in their judgments as indicated by the low standard deviation scores of these questionnaire items.

TABLE 2

HBRS Field Research Study (1977-1978)
School Administrator Questionnaire

Instructional Design and Content of the
HOLT BASIC READING SYSTEM

Questionnaire Item: Rate each of the following features of the HOLT BASIC READING SYSTEM.

Scale Values: 5 (Excellent), 4 (Very Good), 3 (Good, 2 (Fair), 1 (Poor).

Feature	M[1] S	School Administrator Total N=39
Variety of story content	M	4.62
	S	.59
Materials allow for flexibility in teaching mode	M	4.54
	S	.60
Selections reflect children's interests	M	4.46
	S	.64
Suggestions in the teacher's edition integrate the components of the Holt program	M	4.41
	S	.79
Materials allow for student ability differences	M	4.38
	S	.59
Design of discussion questions (*Reading and Reflecting*)	M	4.29
	S	.71
Varied ideas to introduce and reinforce basic reading skills	M	4.28
	S	.65
Objectives as they are defined	M	4.28
		.65
Relation of story themes to student maturity level	M	4.15
	S	.59
Warm-up activities aid in motivating students for story selection	M	4.09
	S	.68
Transition between consecutive reading levels	M	4.09
	S	.66

[1] M=Response Mean; S=Standard Deviation.

TABLE 3

HBRS Field Research Study (1977-1978)
School Administrator Questionnaire

Instructional Design and Content of the
HOLT BASIC READING SYSTEM

Questionnaire Item: How strongly do you agree or disagree with each of the following statements concerning the materials of the HOLT BASIC READING SYSTEM?

Scale Values: 5 (Strongly Agree), 4 (Agree), 3 (Undecided), 2 (Disagree), 1 (Strongly Disagree).

Statement	M[1] S	School Administrator Total N=39
Illustrations and photographs enrich story appreciation	M S	4.74 .44
Career pages are useful	M S	4.49 .73
The materials avoid ethnic and sexual bias	M S	4.46 .55
Materials provide a clear means by which to evaluate a child's progress	M S	4.41 .66
Skills presented progress smoothly in logical order	M S	4.28 .79
The program provides sufficient practice in the basic skills	M S	4.15 .71
The introduction of new vocabulary is well developed	M S	4.13 .81
The "introduce, review, test" design aids retention of previously learned concepts and skills	M S	4.11 .66

[1]M=Response Mean; S=Standard Deviation.

C. The Overall Strengths and Weaknesses of THE HOLT BASIC READING SYSTEM.

In an open-end question format, the school administrators were asked to cite the overall strengths and weaknesses of the HBRS program.

The school administrators most commonly report major strengths of the program as:

1. The stories relate to children's interests.

2. The teachers feel the program is all-inclusive—a total language program, and

3. The helpfulness of the Holt support personnel.

When asked what they would consider the major weaknesses of the program, the school administrators most commonly state:

1. The HBRS Management System could be simplified.

2. The vocabulary load for some primary children is too heavy[1], and

3. The transition between levels 2 and 3 is irregular.

III. Discussion:

A questionnaire was administered to school administrators whose schools were participating in THE HOLT BASIC READING SYSTEM Field Study (1977-1978). The following is a summary of the key findings as reported by the respondents (N=39) concerning the HBRS program (1977) Edition:

A. All the features of the HBRS program received ratings of "Very Good" to "Excellent" by the school administrators. The highest ratings were for the program's variety of story content and materials which allow for flexibility in teaching mode.

B. The school administrators report agreement that the program provides sufficient practice in the basic skills.

C. The school administrators cite the major strengths of the program as: the stories relate to children's interests, the teachers feel the program is all-inclusive, and the helpfulness of the Holt support personnel. They cite the weaknesses of the program as: the HBRS Management System could be simplified, the vocabulary load for some primary children is too heavy, and the transition between levels 2 and 3 is irregular.

[1] It should be noted that the teachers employing HBRS Levels 1-8 in the field study (n=68) indicate that the repetition of the vocabulary is adequate (82%) and the vocabulary load is appropriate. (Please refer to "Study Phase: Teacher Reaction to the HBRS Program" of this report.)

Research Report: The HOLT BASIC READING SYSTEM (HBRS) Field Study (1977-1978)
Study Phase: Teacher Reaction to the HBRS Program

I. Statement of Purpose/Methodology:

Holt, Rinehart and Winston (School Department) sought to investigate the reactions of teachers to the HOLT BASIC READING SYSTEM © 1977. For this purpose, a questionnaire was designed for teachers which would meet the following objectives:

A. To assess the characteristics of the teacher sample completing the questionnaire.

B. To assess the judgments of teachers in regard to their instructional methodology in reading.

C. To assess the judgments of teachers in regard to the instructional design and content of the HBRS program, and

D. To assess with what optional Holt materials, teachers supplement the core materials of the HBRS program, and

E. To assess teacher evaluation of students' reading interests.

The questionnaire was distributed to teachers who were employing the HBRS program (1977 Edition) and who consented to participate in this phase of the HBRS Field Study. The moderator variable of "instructor's grade assignment" further differentiated teachers as primary teachers (Grades K-3), intermediate teachers (Grades 4-6) and junior high teachers (Grades 7 and 8). In addition, teachers were differentiated as to whether their school site had employed the HBRS program for one or two years. In data processing, rating scale items on the questionnaire were statistically analyzed by assessing for each item: frequency, percentage, mean, and standard deviation.

II. Results:

A. General School and Teacher Information.

A table of the general school information of participating teachers (TABLE 1) immediately follows Section IIA.

There were 280 teachers who participated in this phase of the study. In rank order, the teachers are thus represented by national geographic region: Western Region (26%), Atlantic Region (24%), Midwestern Region (18%), Pacific Region (20%), and Eastern Region (10%). Across grades, teachers most frequently report that their common class size is 26-35 students (48%). In considering the additional personnel in their classrooms to aid in reading instruction, 61% of the teachers report that there are no support personnel. Primary teachers (n=137) do report, however, to have paid paraprofessionals (26%) in this capacity far more frequently than intermediate (n=130) or junior high teachers (n=13).

TABLE 1a

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN THE TEACHER AND STUDENT STUDY PHASES

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Eastern	Large City	K-8	375	Low
"	Large City	K-6	856	Low to Middle
"	Suburb	K-6	396	Middle
"	Suburb	1-8	670	Middle to Upper
"	Small City	6-8	1070	Low
"	Small City	K-8	289	Low to Middle
"	Small City	1-8	595	Middle
Atlantic	Large City	3-5	300	Low to Middle
"	Large City	K-6	420	Low to Upper
"	Suburb	K-6	544	Middle
"	Suburb	K-5	452	Middle
"	Suburb	6-8	1940	Middle to Upper
"	Suburb	K-5	1047	Middle to Upper
"	Small City	K-6	1500	Middle
"	Rural	K-6	835	Low to Middle
"	Rural	1-6	525	Low
"	Rural	7-9	1000	Low
"	Rural	K-7	617	Middle

[1] Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

TABLE 1b

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING
IN THE TEACHER AND STUDENT STUDY PHASES

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Midwestern	Large City	1-8	157	Middle
"	Suburb	K-8	556	Middle to Upper
"	Suburb	K-6	520	Middle to Upper
"	Small City	1-8	270	Low to Middle
"	Small City	1-8	271	Middle to Upper
"	Rural	K-6	500	Low to Middle
"	Rural	K-3	240	Middle
"	Rural	K-5	300	Middle
"	Rural	K-3	310	Middle
"	Rural	K-5	325	Middle
"	Rural	K-6	393	Middle
Western	Suburb	K-6	624	Upper
"	Suburb	K-5	400	Low to Middle
"	Suburb	K-6	350	Middle to Upper
"	Suburb	K-6	800	Low to Middle
"	Suburb	K-6	500	Middle to Upper
"	Suburb	K-6	617	Middle
"	Suburb	K-6	400	Middle
"	Suburb	K-6	640	Middle to Upper
"	Suburb	K-6	574	Middle
"	Suburb	K-6	330	Middle

[1] Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

TABLE 1c

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN THE TEACHER AND STUDENT STUDY PHASES

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Pacific	Large City	K-6	238	Middle to Upper
Pacific	Large City	K-6	421	Middle
Pacific	Large City	K-5	575	Low to Upper
Pacific	Large City	K-6	540	Middle
Pacific	Suburb	K-6	585	Middle
Pacific	Suburb	K-6	390	Middle to Upper
Pacific	Small City	K-6	190	Middle
Pacific	Rural	K-6	510	Low to Middle

[1] Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

B. **Instructional Methodology.**

The responses made by teachers concerning their instructional methodology in reading are reported in TABLE 2. This table immediately follows Section II B.

Primary and intermediate teachers report that they commonly group students for instruction in reading in small groups based on ability level (84%). The number of such reading groups is most frequently cited by these teachers as three (35%). Junior high teachers, however, most commonly stated that they teach their students as a whole class (50%) or in *two* small groups based on ability level (42%). Teachers across all grade levels most frequently indicate that their usual approach is to teach reading as part of a total language arts curriculum using a basic reader (54%).

In response to general statements concerning reading, teachers were asked to rate how strongly they agreed or disagreed with statements on a scale of 5 (Strongly Agree) to 1 (Strongly Disagree). Teachers indicate agreement with the following statements (in rank order):

	Statement	*Response Mean*
1.	Listening exercises are an important part of a total reading program.	4.60
2.	New vocabulary should be introduced before silent reading.	4.53
3.	Oral reading is an important part of a total reading program.	4.36
4.	Vocabulary introduction charts would be valuable.	4.03
5.	It would be valuable to have activities providing decoding skills in a wall chart.	3.84
6.	Phonics skills should be taught as words are introduced.	3.80
7.	It would be valuable to have comprehension questions on a wall chart.	3.68

The large standard deviation score (S=1.19) for the statement: "Phonics skills should be taught as a separate topic" indicates strongly differing viewpoints on the part of teachers with 39% of the teachers indicating agreement with the statement; 43%, disagreement; and 18%, indecision.

In regard to the value of reading wall charts, teachers were also asked to indicate their preference by ranking the chart that they would find most valuable in their instruction. These rankings are supportive of their statement means and indicate that although the teachers report strong interest in all reading wall charts, primary teachers would most prefer decoding skills charts, and intermediate and junior high teachers would most prefer vocabulary introduction charts.

TABLE 2

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
INSTRUCTION METHODOLOGY

Questionnaire Item: How strongly do you agree or disagree with the following statements?
Scale Values: 5 (Strongly Agree), 4 (Agree), 3 (Undecided), 2 (Disagree), 1 (Strongly Disagree).

Statement	M[1] S	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13	Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	1 Year n=137
Listening exercises are an important part of a total reading program.	M S	4.60 .52	4.66 .52	4.51 .52	4.73 .47	4.58 .52	4.60 .52
New vocabulary should be introduced before silent reading.	M S	4.53 .67	4.49 .74	4.57 .58	4.42 .67	4.52 .65	4.54 .69
Oral reading is an important part of a total reading program.	M S	4.36 .71	4.47 .62	4.22 .78	4.58 .67	4.22 .80	4.51 .57
Vocabulary introduction charts would be valuable.	M S	4.03 .92	3.96 .96	4.12 .85	4.09 .94	4.14 .90	3.92 .93
It would be valuable to have activities providing decoding skills on a wall chart.	M S	3.84 .92	4.01 .85	3.66 .99	4.00 .60	3.85 .91	3.82 .94
Phonics skills should be taught as words are introduced.	M S	3.80 .97	3.81 1.03	3.79 .90	3.50 1.08	3.78 .98	3.81 .97
It would be valuable to have comprehension questions on a wall chart.	M S	3.68 .98	3.69 .98	3.69 .99	3.58 .90	3.71 1.04	3.64 .93
Phonics skills should be taught as a separate topic.	M S	2.95 1.19	3.16 1.25	2.71 1.10	3.22 .83	3.02 1.20	2.87 1.18

[1] M=Response Mean; S=Standard Deviation

C. Instructional Design and Content of THE HOLT BASIC READING SYSTEM.

The responses made by teachers concerning the instructional design and content of the HBRS program are reported in TABLES 3 to 7. These tables immediately follow Section II.C.

Teachers were asked to rate the features of the HBRS program on a scale of 5 (Excellent) to 1 (Poor).

In general, teachers rate all the listed features of the HBRS program as "Very Good" (Scale Value=4) or "Good" (Scale Value=3) as the following rank order list exhibits:

	Feature	*Response Mean*
1.	Variety of story content.	4.11
2.	Selections reflect children's interests.	3.89
3.	Relation of story themes to student maturity level.	3.83
4.	Suggestions in the teacher's edition integrate the components of the Holt program.	3.80
5.	Objectives as they are defined.	3.76
6.	Materials allow for flexibility in teaching mode.	3.70
7.	Varied ideas to introduce and reinforce basic reading skills.	3.64
8.	Design of discussion questions (*Reading and Reflecting*).	3.63
9.	Transition between consecutive reading levels.	3.58
10.	Warm-up activities aid in motivating students for story selection.	3.46
11.	Materials allow for student ability differences.	3.39

It should be noted that junior high teachers indicate importantly lower ratings for "selections reflect children's interests" and the "relation of story themes to student maturity level" and a higher rating for "warm-up activities aid in motivating students for story selection" than both primary and intermediate teachers.

In considering the materials of the HBRS program, teachers were asked how strongly they agreed with specific statements on a scale of 5 (Strongly Agree) to 1 (Strongly Disagree). Teachers report agreement (Scale Value=4) with the following items (in rank order):

	Item	*Response Mean*
1.	Illustrations and photographs enrich story appreciation.	4.57
2.	The materials avoid ethnic and sexual bias.	4.12
3.	The introduction of new vocabulary is well developed.	3.96
4.	The "Introduce, Review, Test" Design aids retention of previously learned concepts and skills.	3.83
5.	Career pages are useful.	3.78
6.	Skills presented progress smoothly in logical order.	3.65
7.	I use the discussion questions on a page-by-page basis.	3.64
8.	Materials provide a clear means by which to evaluate a child's progress.	3.61
9.	The program provides sufficient practice in the basic skills.	3.60

In general, these findings are supported across teacher grade assignment and years of HBRS program instruction. Teachers who have employed the program for one year, however, tend to more strongly agree that they "use the discussion questions on a page-by-page basis" (78%) than teachers who have employed the program for two years (62%).

Teachers were asked how satisfied they were with the ability of specific HBRS program features in meeting their stated objectives on a scale from 4 (Very Satisfied) to 1 (Very Dissatisfied). They indicate satisfaction (Scale Value=3) across teacher grade assignment and year of program employment with all the listed features, namely:

	Feature	*Response Mean*
1.	Suggestions for introducing each reading selection	3.30
2.	Suggestions for introducing vocabulary before the reading.	3.18
3.	Questions/suggestions for assessing interpretation and comprehension (*Reading and Reflecting*).	3.15

	Feature	*Response Mean*
4.	Suggestions for developing comprehension/ literary skills.	3.15
5.	Suggestions for developing decoding/ encoding skills.	3.12
6.	Suggestions for developing language skills.	3.10
7.	Suggestions for enrichment activities.	3.08
8.	Reflection questions in the pupil's edition (Levels 13-17).	2.97
9.	Suggestions for individualization.	2.88

Teachers employing Levels 1-8 of the HBRS program were asked specific questions concerning the instructional design and content of these levels. Some 68% of the teachers of Levels 1-8 indicate that they did not use Level 1 in their classroom. They more frequently report that they do use Level 2 before Level 3 (68%). Moreover, the teachers state that in terms of vocabulary maintenance, they find the repetition of vocabulary adequate (82%). The teachers who report that the repetition of vocabulary is inadequate (18%), generally state that there are not enough word attack skill activities provided to support the new vocabulary load and suggest that phonics be more strongly emphasized and integrated throughout the program.

Teachers using Levels 3-6 were asked to rate how adequate were specific features of these levels on a scale of 3 (Excessive) to 1 (Insufficient). The teachers indicate that all the listed program features in Levels 3-6 are adequate (Scale Value=2), namely:

	Feature	*Response Mean*
1.	Vocabulary load in pre-primer	2.18
2.	Number of new sight words.	2.12
3.	Number of words per page	2.04
4.	Number of vocabulary building activities in the workbook.	1.86

Teachers, throughout grade assignments (i.e. kindergarten through eighth grade) were asked which part of the HBRS placement inventory they found most helpful in terms of placing their students at the appropriate reading level. Across teacher grade assignment, teachers indicated their preference (in rank order) as:

Rank	*Placement Inventory Section*	*Teacher Preference Percentage*
1.	Silent reading inventory with comprehension check.	42%
2.	Oral reading inventory with comprehension check.	22%
3.	Word recognition inventory.	9%

It is important to note that 27% of the teachers did not respond to this questionnaire item. In addition, primary teachers report a more balanced preference between the silent and oral reading inventories (respectively 33% and 26%).

Teachers were asked with what optional Holt materials did they supplement the core materials of the HBRS program. Across grade assignment, the teachers indicate that they most frequently supplement the core materials of the HBRS program with "Satellite books" (46%) and "Language extenders (A-V Kits)" (43%). It should be noted, however, that 13% of the teachers report that they do not supplement the program with any optional Holt materials and an additional 18% did not respond to the questionnaire item.

TABLE 3a

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF THE HOLT BASIC READING SYSTEM

Questionnaire Item: Rate each of the following features of THE HOLT BASIC READING SYSTEM.
Scale Values: 5 (Excellent), 4 (Very Good), 3 (Good), 2 (Fair), 1 (Poor).

Feature	M[1] S	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13	Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	1 Year n=137
Variety of story content	M	4.11	4.14	4.12	3.55	4.20	4.02
	S	.90	.93	.87	.93	.88	.92
Selections reflect children's interests	M	3.89	4.01	3.81	3.27	3.97	3.81
	S	.96	.92	.96	1.10	.96	.95
Relation of story themes to student maturity level	M	3.83	3.93	3.76	3.36	3.91	3.75
	S	.88	.82	.91	.92	.91	.84
Suggestions in the teacher's edition integrate the components of the Holt program	M	3.80	3.79	3.78	4.10	3.72	3.87
	S	.86	.85	.84	1.10	.87	.83
Objectives as they are defined.	M	3.76	3.76	3.71	4.18	3.71	3.80
	S	.83	.86	.79	.98	.87	.79
Materials allow for flexibility in teaching mode	M	3.70	3.62	3.76	3.91	3.70	3.71
	S	.94	1.01	.86	1.04	1.01	.87
Varied ideas to introduce and reinforce basic reading skills	M	3.64	3.68	3.60	3.60	3.67	3.60
	S	.84	.84	.84	.97	.92	.76

[1] M=Response Mean; S=Standard Deviation.

TABLE 3b

HBRS Field Research Study (1977–1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF
THE HOLT BASIC READING SYSTEM

Feature	M[1] S	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13	Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	1 Year n=137
Design of discussion questions (*Reading and Reflecting*)	M	3.63	3.76	3.46	3.90	3.55	3.71
	S	1.00	.94	1.04	.9[illegible]	1.02	.98
Transition between consecutive reading levels	M	3.58	3.63	3.54	3.25	3.60	3.56
	S	.83	.90	.75	.71	.90	.75
Warm-up activities aid in motivating students for story selection	M	3.46	3.49	3.39	4.00	3.44	3.48
	S	.89	.91	.87	.89	.93	.85
Materials allow for student ability differences	M	3.39	3.34	3.41	3.64	3.37	3.40
	S	.97	1.02	.90	1.12	1.00	.93

[1] M=Response Mean; S=Standard Deviation.

TABLE 4

HBRS Field Research Study (1977–1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF THE HOLT BASIC READING SYSTEM

Questionnaire Item: How strongly do you agree or disagree with each of the following statements concerning the materials of THE HOLT BASIC READING SYSTEM?

Scale Values: 5 (Strongly Agree), 4 (Agree), 3 (Undecided), 2 (Disagree), 1 (Strongly Disagree).

Statement	M[1] S	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13		Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	1 Year n=137
Illustrations and photographs enrich story appreciation	M	4.57	4.58	4.56	4.50		4.57	4.57
	S	.54	.54	.53	.67		.56	.51
The materials avoid ethnic and sexual bias	M	4.12	4.12	4.15	3.91		4.13	4.11
	S	.69	.67	.70	.94		.69	.70
The introduction of new vocabulary is well developed	M	3.96	3.99	3.94	3.92		3.99	3.92
	S	.80	.85	.76	.90		.80	.81
The "Introduce, Review, Test" design aids retention of previously learned concepts and skills	M	3.83	3.81	3.85	3.63		3.85	3.79
	S	.79	.83	.78	.52		.84	.74
Career pages are useful	M	3.78	3.73	3.82	3.91		3.78	3.77
	S	.78	.76	.81	.70		.76	.79
Skills presented progress smoothly in logical order	M	3.65	3.62	3.68	3.50		3.71	3.58
	S	.97	1.08	.87	.71		1.00	.94

[1] M=Response Mean; S=Standard Deviation.

TABLE 4b

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF
THE HOLT BASIC READING SYSTEM

Statement	M[1] S	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13	Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	1 Year n=137
I use the discussion questions on a page-by-page basis	M S	3.64 1.04	3.58 1.08	3.69 1.03	3.70 .82	3.46 1.12	3.81 .92
Materials provide a clear means by which to evaluate a child's progress	M S	3.61 .99	3.70 .93	3.54 1.05	3.25 .71	3.61 1.02	3.60 .95
The program provides sufficient practice in the basic skills	M S	3.60 1.02	3.54 1.02	3.68 1.02	3.22 .83	3.65 1.04	3.55 .99

[1] M=Response Mean; S=Standard Deviation

TABLE 5a

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF
THE HOLT BASIC READING SYSTEM

Questionnaire Item: How satisfied are you with the following features of the teacher's edition and pupil's edition in their ability to achieve their stated outcomes?

Scale Values: 4 (Very Satisfied), 3 (Satisfied), 2 (Dissatisfied), 1 (Very Dissatisfied).

Feature	M[1] S	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13	Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	1 Year n=137
Suggestions for introducing each reading selection	M	3.30	3.26	3.32	3.50	3.27	3.33
	S	.52	.53	.50	.71	.53	.52
Suggestions for introducing vocabulary before the reading	M	3.18	3.18	3.18	3.00	3.22	3.13
	S	.62	.62	.61	.67	.60	.64
Questions/suggestions for assessing interpretation and comprehension (*Reading and Reflecting*)	M	3.15	3.20	3.09	3.30	3.13	3.17
	S	.66	.65	.68	.68	.67	.66
Suggestions for developing comprehension/ literary skills	M	3.15	3.13	3.16	3.40	3.16	3.15
	S	.62	.65	.61	.52	.63	.57
Suggestions for developing decoding/ encoding skills	M	3.12	3.15	3.10	2.90	3.09	3.15
	S	.66	.74	.58	.57	.69	.64
Suggestions for developing language skills	M	3.10	3.21	3.02	2.70	3.12	3.09
	S	.65	.65	.65	.48	.66	.65

[1] M=Response Mean; S=Standard Deviation

TABLE 5b

HBRS Field Research Study (1977–1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF THE HOLT BASIC READING SYSTEM

Feature	M[1] S	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13	Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	1 Year n=137
Suggestions for enrichment, activities (e.g. creative writing, field trips)	M	3.08	3.09	3.06	3.20	3.07	3.10
	S	.54	.55	.53	.63	.56	.52
Reflection questions in the pupil's edition (levels 13–17)	M	2.97	–	2.97	3.00	2.95	3.00
	S	.64		.66	.63	.64	.55
Suggestions for individualization	M	2.88	2.93	2.83	2.89	2.85	2.91
	S	.58	.64	.53	.33	.65	.51

[1] M=Response Mean; S=Standard Deviation

TABLE 6

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF
THE HOLT BASIC READING SYSTEM

FOR TEACHERS USING HBRS LEVELS 3-6

Questionnaire Item: Rate each of the following features.
Scale Values: 3 (Excessive), 2 (Adequate), 1 (Insufficient).

Feature	M[1] S	Primary Teachers (Grades K-3) N=68	Teachers Who Have Instructed the HBRS Program for: 2 Years n=35	1 Year n=33
Vocabulary load in pre-primer	M	2.18	2.07	2.29
	S	.43	.37	.46
Number of new sight words	M	2.12	2.07	2.18
	S	.33	.26	.39
Number of words per page	M	2.04	1.97	2.11
	S	.32	.19	.42
Number of vocabulary building activities in the workbook	M	1.86	1.79	1.93
	S	.44	.49	.39

[1] M=Response Mean; S=Standard Deviation

TABLE 7

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
INSTRUCTIONAL DESIGN AND CONTENT OF
THE HOLT BASIC READING SYSTEM

Questionnaire Item: With what optional Holt Materials, if any, do you supplement the core materials in THE HOLT BASIC READING SYSTEM?

Holt Supplementary Materials:	Teacher Total N=280	Primary Teachers (Grades K-3) n=137	Intermediate Teachers (Grades 4-6) n=130	Junior High Teachers (Grades 7-8) n=13	Teachers Who Have Instructed the HBRS Program for: 2 Years n=143	Teachers Who Have Instructed the HBRS Program for: 1 Year n=137
Satellite books	46%[1]	45%	49%	25%	44%	49%
Phonic recordings	27%	39%	16%	0%	27%	27%
Light screen	8%	15%	1%	0%	9%	6%
Word cards	18%	34%	1%	0%	15%	20%
Picture cards	8%	15%	1%	0%	8%	7%
Language extenders (A-V Kits)	43%	43%	45%	25%	42%	45%
I do not supplement with any materials	13%	8%	16%	25%	13%	12%
No Answer	18%	13%	21%	42%	18%	18%

[1] Responses are in terms of percentage of sample category.

D. Teacher Evaluation of Students' Reading Interests.

The teachers were asked to indicate program stories of both high and low interest to their students. (Stories receiving at least five teacher citations are reported in TABLES 8 and 9 which immediately follow Section III.)

III. Discussion:

A questionnaire was distributed to teachers whose schools were participating in the HOLT BASIC READING SYSTEM (1977-1978). The following is a summary of the key findings as reported by the respondents (N=280) concerning the HBRS program (1977 Edition):

A. In support of the HBRS program's total-language approach to reading, teachers most commonly report that they teach reading as part of a total language arts curriculum using a basic reader.

B. Teachers agree that listening exercises and oral reading are important in a total reading program, new vocabulary should be introduced before silent reading, and phonics skills should be taught as words are introduced. Although teachers report strong interest in all reading wall charts, primary teachers would most prefer decoding skills charts, and intermediate and junior high teachers would most prefer vocabularly introduction charts.

C. Teachers rate all the listed features of the HBRS program as "Very Good" or "Good." The program's variety of story content, selections which reflect children's interests, and story themes which relate to student maturity level received the highest rating.

D. The teachers agree the program's "Introduce, Review, Test" Design aids retention of previously learned concepts and skills.

E. Teachers report satisfaction with the ability of all the listed features in the teacher and pupil editions in achieving their stated outcomes.

F. Teachers employing Levels 1-8 state that in terms of vocabulary maintenance, they find the repetition of vocabulary adequate (82%).

G. Teachers indicate that they find the placement inventory section, "silent reading inventory with comprehension check," most helpful in placing their students at the appropriate level.

H. Teachers indicate that they most frequently supplement the core materials of the HBRS program with "Satellite Books" and "Language Extenders (A-V Kits)."

I. The teachers' evaluation of student interest in the stories of the HBRS program appears to consistently cite selections reported by the students, themselves in field study on-site interviews.

TABLE 8a

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
HIGH INTEREST STORIES OF
THE HOLT BASIC READING SYSTEM

Level	Story Title	Number of Teacher Cites
3	"The Big Book"	5
3	"The Little Book"	5
4	"Rex"	8
4	"The Cookbook"	7
4	"The Big Store"	5
5	"Stop Gus"	5
6	"A Good House"	9
6	"Who Will Get the Apples?"	5
7	"A Place for Fred"	12
7	"The Grumpiest Man"	7
7	"Maybe a Monster"	6
8	"Bert's Berries"	15
8	"Maggie in the Middle"	8
8	"The Little Red Flower"	6
8	"That's What Friends are For"	5
9	"Marvin's Manhole"	11
9	"Rumpelstiltskin"	10
9	"Wet Albert"	9
9	"Little Wolf"	6
9	"Christina Katerina and the Box"	5
9	"The Potter and the Tiger"	5
10	"The Apple War"	10
10	"The Flying Patchwork Quilt"	6
10	"The Last Blue Whale"	5
11	"Flat Stanley"	18
11	"Little House in the Big Woods"	7
11	"The Case of the Silver Fruit Bowl"	7
11	"Strange Company"	6
11	"Alexander and the Magic Mouse"	5

TABLE 8b

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
HIGH INTEREST STORIES OF
THE HOLT BASIC READING SYSTEM

Level	Story Title	Number of Teacher Cites
12	"The Great Houdini"	7
12	"Loveable Lyle"	7
12	"The Mule Who Struck it Rich"	5
12	"The Shrinking of Treehorn"	5
13	"James Henry Trotter and the Fantastic Peach"	10
13	"Charlotte's Web"	9
13	"The Story of Lengthwise"	8
13	"The Magnificent Brain Concocts a Recipe"	8
13	"Miss Kirby's Room"	7
13	"The Loudest Noise in the World"	5
14	"Alvin and the Secret Code"	13
14	"The Black Pearl"	10
14	"Lucy and the Wardrobe"	8
14	"One for the UNIVAC"	5
15	"The Forgotten Door"	19
15	"Look Out Over the Sea"	8
16	"My Teacher, The Hawk"	5
17	"Sister Kenny"	5

TABLE 9

HBRS Field Research Study (1977-1978)

TEACHER QUESTIONNAIRE
LOW INTEREST STORIES OF
THE HOLT BASIC READING SYSTEM

Level	Story Title	Number of Teacher Cites
3	"Books For You"	6
4	"Read the Sign"	10
5	"Bluebell the Cow"	6
5	"Swim Up!"	5
6	"Who Will Play?"	8
7	"Not Yet Clarita"	10
7	"The Small Lot"	7
8	"Our Trip"	8
8	"Kim and Rosa"	5
8	"The New Spring Hats"	5
9	"Maxie"	7
9	"What Do You Do With a Frog?"	6
9	"The Treehouse"	5
9	"The Music of Mozart"	5
10	"Such is the Way of the World"	9
10	"Martin for Mayor"	9
11	"Do You Have the Time Lydia?"	9
11	"Elizabeth, the Bird Watcher"	7
12	"Mitzi and the President"	5
12	"Sound of Sunshine, Sound of Rain"	5
13	"Until I Was Ten"	19
13	"The Queen Who Couldn't Make Spice Nuts"	5
14	"Handy Do-It-Yourself Word-Making Kit"	7
14	"Pie and Punch and You-Know Whats"	5
15	"Around the World With English"	8
15	"William Jones: Language Detective"	5
16	"The Elk Tooth Dress"	5

Research Report: THE HOLT BASIC READING SYSTEM (HBRS) Field Study (1977-1978)
Study Phase: Student Interests/Reaction to the HBRS Program
Report Date: July, 1978

I. Statement of Purpose/Experimental Design:

Holt, Rinehart and Winston (School Department) sought to assess student reaction to THE HOLT BASIC READING SYSTEM (1977) in kindergarten through the eighth grade[1] and to examine the general interests of students in the seventh and eighth grades. Questionnaires were developed for participating elementary school children at the primary (Grades K-2/3), intermediate (Grades 3-6) and junior high school (Grades 7-8) levels. With the extension of the HBRS program to levels 16 and 17, the junior high questionnaire included two main parts, "About You" and "About Your Holt Reading Books and You." The items of these parts were considered to meet the aforementioned purposes. The questionnaires for the primary and intermediate levels were designed only to assess student reaction to the Holt program.[2] The questionnaires were distributed to 43 schools employing the HBRS program (1977 Edition) throughout the nation, who consented to participate in this phase of the HBRS Field Study. The items on the questionnaires were analyzed largely by assessing frequency and percentage. All open-end responses on the interest section of the junior high level questionnaires were tabulated. In addition, the moderator variables of grade and sex were employed in assessing junior high student interests.

II. Results:

There were 3350 respondents to the Primary Student Interest Survey. This total included 139 kindergarten ($\bar{X}$ age=5.36 years), 837 first grade ($\bar{X}$ age=6.36 years), 1298 second grade ($\bar{X}$ age=7.17 years), and 1061 third grade students ($\bar{X}$ age=8.27 years). Approximately 51% of the primary students were male; 49%, female. The students are thus represented (in rank order) by national geographic region: Western Region (26%), Midwestern Region (25%), Pacific Region (23%), Eastern Region (15%) and Atlantic Region (11%).

There were 3347 respondents to the Intermediate Student Interest Survey. This total included 1020 fourth grade ($\bar{X}$ age=9.37 years), 1224 fifth grade ($\bar{X}$ age=10.36 years), and 1203 sixth grade students ($\bar{X}$ age=11.39 years). Approximately 50% of the intermediate students were male; 50%, female. In rank order, the intermediate students were thus represented by national geographic region: Western Region (27%), Pacific Region (24%), Midwestern Region (18%), Atlantic Region (14%), and Eastern Region (14%).

There were 522 respondents to the Junior High School Student Interest Survey. This total included 321 seventh grade students ($\bar{X}$ age=12.3 years) and 201 eighth grade students ($\bar{X}$ age=13.4 years). Approximately 48% of the junior high school students were male; 52%, female. In rank order, the junior high students were thus represented by national geographic region: Atlantic Region (35%), Midwestern Region (35%), and Eastern Region (30%). A table which presents the profiles of participating students immediately follows.

[1] Students from multi-grade classes were assigned to a single grade level on the basis of appropriate age.

[2] A study of the reading and general interests of students in kindergarten through sixth grade was conducted in the 1976-1977 school year and is available upon request from the School Product Research Department, Holt, Rinehart and Winston.

TABLE 1a

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN THE TEACHER AND STUDENT STUDY PHASES

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Eastern	Large City	K-8	375	Low
"	Large City	K-6	856	Low to Middle
"	Suburb	K-6	396	Middle
"	Suburb	1-8	670	Middle to Upper
"	Small City	6-8	1070	Low
"	Small City	K-8	289	Low to Middle
"	Small City	1-8	595	Middle
Atlantic	Large City	3-5	300	Low to Middle
"	Large City	K-6	420	Low to Upper
"	Suburb	K-6	544	Middle
"	Suburb	K-5	452	Middle
"	Suburb	6-8	1940	Middle to Upper
"	Suburb	K-5	1047	Middle to Upper
"	Small City	K-6	1500	Middle
"	Rural	K-6	835	Low to Middle
"	Rural	1-6	525	Low
"	Rural	7-9	1000	Low
"	Rural	K-7	617	Middle

[1] Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

TABLE 1b

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN THE TEACHER AND STUDENT STUDY PHASES

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Midwestern	Large City	1-8	157	Middle
"	Suburb	K-8	556	Middle to Upper
"	Suburb	K-6	520	Middle to Upper
"	Small City	1-8	270	Low to Middle
"	Small City	1-8	271	Middle to Upper
"	Rural	K-6	500	Low to Middle
"	Rural	K-3	240	Middle
"	Rural	K-5	300	Middle
"	Rural	K-3	310	Middle
"	Rural	K-5	325	Middle
"	Rural	K-6	393	Middle
Western	Suburb	K-6	624	Upper
"	Suburb	K-5	400	Low to Middle
"	Suburb	K-6	350	Middle to Upper
"	Suburb	K-6	800	Low to Middle
"	Suburb	K-6	500	Middle to Upper
"	Suburb	K-6	617	Middle
"	Suburb	K-6	400	Middle
"	Suburb	K-6	640	Middle to Upper
"	Suburb	K-6	574	Middle
"	Suburb	K-6	330	Middle

[1] Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

TABLE 1c

HBRS Field Research Study (1977–1978)

PROFILE OF SCHOOLS PARTICIPATING IN THE TEACHER AND STUDENT STUDY PHASES

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Pacific	Large City	K-6	238	Middle to Upper
"	Large City	K-6	421	Middle
"	Large City	K-5	575	Low to Upper
"	Large City	K-6	540	Middle
"	Suburb	K-6	585	Middle
"	Suburb	K-6	390	Middle to Upper
"	Small City	K-6	190	Middle
"	Rural	K-6	510	Low to Middle

[1] Estimated Socio-Economic Background of Family in accordance with the 1977 report of the U.S. Department of Commerce-Bureau of the Census.

A. Student Reaction to the Holt Reading Materials.

1. *Primary Students.*

Concerning their reaction to the HBRS program, primary students were asked to indicate their agreement or disagreement with each questionnaire statement by responding either "Yes" or "No."

The primary students report agreement with the following statements (in rank order):

	Statement	*"Yes" Response Percentage*
a.	I like most of the stories in my reading book.	94%
b.	I like the pictures in this book.	93%
c.	Most of the time I understand what to do in my workbook.	87%
d.	The art pictures make me want to see more of the artist's art work (Level 8).	83%
e.	Sometimes I try to find out more about the jobs I read about (Level 7).	68%
f.	I think that my reading book is too easy for me.	53%

They report disagreement with the statement: "I think my reading book is too hard for me" (87%).

2. *Intermediate Students.*

Concerning their reaction to the HBRS program, intermediate students were asked to indicate their agreement or disagreement with each questionnaire statement by responding either "Yes" or "No."

The intermediate students report agreement with the following statements (in rank order):

	Statement	*"Yes" Response Percentage*
a.	I enjoy the pictures and photographs in this book.	91%
b.	Most of the time I feel the stories in the book are interesting.	87%

	Statement	*"Yes" Response Percentage*
c.	Most of the time I am able to read the directions in the workbook and understand what to do by myself.	83%
d.	I enjoy using this reading book.	82%
e.	The people featured in the book are interesting to me.	80%
f.	I use the glossary at the back of the book to help me with a reading word.	76%
g.	The art portfolio makes me want to see more of the artist's art work.	54%

The intermediate students report disagreement with the following statements (in rank order):

	Statement	*"No" Response Percentage*
a.	I think that my reading book is too hard for me.	94%
b.	I think that my reading book is too easy for me.	72%
c.	Most of the time I enjoy talking about the story by using the questions at the end of the story.	55%
d.	Sometimes I try to find out more about the career features on my own.	55%

3. *Junior High Students.*

Concerning their reaction to the HBRS program, junior high students were asked to indicate their agreement or disagreement with each questionnaire statement by responding either "Yes" or "No."

The junior high students report agreement with the following statements (in rank order):

	Statement	*"Yes" Response Percentage*
a.	The directions in the workbook are clear and easy to follow.	78%

	Statement	*"Yes" Response Percentage*
b.	I enjoy the pictures and photographs in this text.	76%
c.	Most of the time I feel the reading selections in the book are interesting.	67%
d.	I often want to learn more about the subjects presented in the art portfolio.	67%
e.	I enjoy using this textbook.	64%
f.	I use the Glossary at the back of the book.	62%
g.	Sometimes I try to find out more about the career features on my own.	52%

They report disagreement with the following statements (in rank order):

	Statement	*"No" Response Percentage*
a.	I think that my textbook is too difficult for me.	96%
b.	I think that my textbook is too easy for me.	75%
c.	The "reflections" questions at the end of the selections are interesting to discuss.	62%

B. Junior High School Student Interests.

In largely an open-end format, junior high school students (Grades 7 and 8) were asked to indicate their reading and general interests. Responses not shared by at least 10% of the student sample are generally not reported.

Students were asked to indicate the types of books that they usually choose when they go to the library. Seventh and eighth grade males agree that their first choice is books about sports, followed by books about science fiction and careers. Seventh and eighth grade females enjoy reading young adult literature and humorous books. Seventh grade females also indicate a particular interest in books about nature and animals; eighth grade females, in books about travel and adventure. In general, junior high school students (66%) prefer fiction to non-fiction reading

matter. It is important to note, however, that female students prefer fiction to non-fiction by a large margin across the grade levels, whereas, the male preference for fiction, although it increases with grade level, is less strong.[3]

TABLE 2

FAVORITE BOOK CATEGORIES OF JUNIOR HIGH SCHOOL STUDENTS

Seventh Grade		Eighth Grade	
Male	**Female**	**Male**	**Female**
A - 67%	C - 43%	A - 57%	C - 41%
B - 39%	E - 28%	B - 36%	H - 31%
F - 30%	G - 26%	F/H - 27%	G - 27%
E - 25%	H - 23%	D - 24%	I/J - 22%
D - 23%	A/I/K - 21%	I - 20%	

Favorite Book Categories Code:

A – Sports
B – Science Fiction
C – Humor
D – History
E – Nature/Animals
F – Careers
G – Young Adult Literature
H – Travel/Adventure
I – Autobiographies/Biographies
J – Magazines
K – Mysteries

When asked to cite their favorite book by title, male students indicate a preference for science fiction with their favorite books in rank order being: *Star Wars*, *Close Encounters of the Third Kind*, and the *Hardy Boys Mystery Series*. Female students cite: *The Amityville Horror*, *Sunshine*, and *Little Women* as their favorite books. As a total, the students tend to indicate some common interest in mysteries.

[3] Approximately 73% of the female junior high school students state they prefer fiction to non-fiction. Only 56% of the male junior high school students state they prefer fiction.

TABLE 3

FAVORITE BOOKS OF JUNIOR HIGH SCHOOL STUDENTS

Male Students	Female Students		Student Total	Total Number of Students Cites
A	B/F		A	15
D	G		B	11
E			C	10

Favorite Book Code:

A – *Star Wars.*
B – *The Amityville Horror.*
C – *Where the Red Fern Grows.*
D – *Close Encounters of the Third Kind.*
E – *The Hardy Boys Mystery Series.*
F – *Sunshine.*
G – *Little Women.*

Students reading Levels 16 and 17 were asked to cite stories of high and low interest. As a total, Level 16 readers indicate their favorite stories as "My Teacher, the Hawk," "Raymond's Run," and "Sam Gets Started." They indicate their least favorite stories as "To Serve Man," "Shoes for Hector," and "The Elk Tooth Dress." It should be noted, however, that the story, "To Serve Man" appears to be a favorite of male students.

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TABLE 4

HIGH INTEREST STORIES FOR LEVEL 16 READERS

Male Students	Female Students		Student Total	Total Number of Student Cites
A	B		A	19
C	C/E/F		B/C	16
D				

High Interest Stories Code:
A – "My Teacher, the Hawk"
B – "Raymond's Run"
C – "Sam Gets Started"
D – "To Serve Man"
E – "The Wall"
F – "All Summer in a Day"

TABLE 5

LOW INTEREST STORIES FOR LEVEL 16 READERS

Male Students	Female Students		Student Total	Total Number of Student Cites
B	A		A/B	23
C	C		C	21
D	B			

Low Interest Stories Code:
A – "To Serve Man"
B – "Shoes for Hector"
C – "The Elk Tooth Dress"
D – "The Walk"

As a total, Level 17 readers indicate that their favorite stories are "The Monsters are Due on Maple Street," "To Build a Fire" and "Sister Kenny." They cite as stories of low interest, "To Build a Fire," "Leonardo Da Vinci" and "What Is a Rainbow." It should be noted that although the story, "To Build a Fire" appears to be a favorite of some males, it is strongly not a favorite of many female readers.

TABLE 6

HIGH INTEREST STORIES FOR LEVEL 17 READERS

Male Students	Female Students	Student Total	Total Number of Student Cites
A	A	A	59
B	C	B	15
C	D	C	11

High Interest Stories Code:
A – "The Monsters are Due on Maple Street"
B – "To Build a Fire"
C – "Sister Kenny"
D – "Summer of the Swans"

TABLE 7

LOW INTEREST STORIES FOR LEVEL 17 READERS

Male Students	Female Students	Student Total	Total Number of Students Cites
A/B	C	C	30
C	D	B	17
	B	A	11

Low Interest Stories Code:
A – "What Is a Rainbow"
B – "Leonardo Da Vinci"
C – "To Build A Fire"
D – "Our Vanishing Tidelands"

When asked to cite the activities in which they are most interested, both male and female students report strong interest in sports. Football and soccer (males=38%, females=10%) were the most popular, followed by basketball (males=15%, females=13%), and baseball or softball (males=16%, females=15%). In addition, females express an interest in tennis (14%) and swimming (11%).

In the category of "art work" both females (14%) and males (10%) express a strong interest in drawing and sketching. In addition, female students express an interest in painting (12%).

Some 10% of the male students and 15% of the female students report they play an instrument. The most frequently played instrument of males is the drum; of females, the piano. Female students also expressed a strong interest in listening to popular music (11%).

The favorite recreational activity of males is reported as camping and hiking (16%). Some 11% of the male students cite "woodworking" as their favorite household industrial arts activity. In terms of hobbies, male students state building models (13%) and stamp and coin collecting (10%) were among their favorites. None of the cited recreational activities, household industrial arts activities or hobbies of the female students reached the 10% restriction.

When asked to indicate their favorite school subject, both 7th and 8th grade male and female students chose physical education. For the seventh grade students there was no differentiation between sex whatsoever. Their choices of favorite subjects were physical education, mathematics and science.

Eighth grade males selected physical education as their favorite subject followed by social studies and methematics. Eighth grade females chose physical education, reading and language arts, social studies and science as their favorite subjects.

TABLE 8

FAVORITE SCHOOL SUBJECTS OF JUNIOR HIGH SCHOOL STUDENTS

Seventh Grade			Eighth Grade	
Male	Female		Male	Female
A - 34%	A - 21%		A - 26%	A - 20%
B - 19%	B - 20%		D - 23%	E - 17%
C - 16%	C - 15%		B - 17%	D/C - 14%

Favorite Subject Code:

A – Physical Education
B – Mathematics
C – Science
D – Social Studies
E – Reading and Language Arts

When asked what clubs, if any, the students belong to, almost 49% of the students report that they do not belong to a club or organization. The most frequently named organization of those who do belong to a club are school clubs and the Scouts. The school clubs the students most commonly belong to include the Drama Club (7%), Biology Club (6%) and the Swimming Club (6%).

TABLE 9

CLUBS JOINED BY JUNIOR HIGH SCHOOL STUDENTS

Seventh Grade			Eighth Grade	
Male	Female		Male	Female
A - 20%	A - 25%		A - 27%	A - 38%
B - 17%	B - 13%			B - 12%

Clubs Code:
A – School Clubs
B – Scouts

There is a clear differentiation in the career selection of junior high school students according to the variable of sex. When asked what type of career they would like, male students consistently select a career as a professional athlete (20%), while females cite careers as a teacher (12%) or a secretary (11%).

Concerning historical figures they most admire, junior high school male and female students select George Washington (16%), Abraham Lincoln (15%) or John F. Kennedy (14%). Other frequent selections include Benjamin Franklin, Martin Luther King, Jr., and Thomas Jefferson, although none reached the 10% restriction. In considering female historical figures most admired, the selection of students differentiated according to sex. Although Betsy Ross is selected as the most admired (27%) by both males and females, male students also frequently select Amelia Earhart (10%); females, Helen Keller (11%). Other selections include Eleanor Roosevelt, Harriet Tubman and Dolly Madison, although again, none reached the 10% restriction.

In concerning the most admired man presently living, both male and female students select their father (males=20%, females=17%). Although not reaching the 10% restriction, President Carter and popular male recording artists such as Andy Gibb and Shaun Cassidy are frequently cited by female students. Both male and female students frequently select their mother as the woman presently living whom they admire the most (males=19%, females=14%). Male students, however, most frequently select the actors from "Charlie's Angels" for this position (27%). Indeed, 19% of the 7th and 8th grade female students confirm this choice for the actors from "Charlie's Angels." Although not receiving the 10% response required, actor Kristy McNichol is frequently selected by both male and female students.

IV. Discussion:

Questionnaires were distributed to students whose schools were participating in the HBRS Field Study (1977-1978). The following is a summary of the key findings as reported by the respondents (N=7219):

A. Concerning their Holt materials, students across grade levels agree that they enjoy the pictures and photographs in their text, the reading selections are interesting, understand the workbook directions, enjoy using their textbooks and find the art portfolio interesting.

B. Across grade levels, students strongly report that their textbook is at the appropriate reading level for them. Intermediate and junior high school students tend to indicate, however, that they do not enjoy "Reading and Reflecting" questions.

C. Almost half of the junior high school students report that they do not belong to a club or organization. School Clubs followed by the Scouts are the most frequently named organizations by those students who do belong to a club.

D. There is a clear differentiation in the career selection of junior high school students according to the variable of sex. Junior high male students generally select a career as professional athletes while female students opt for careers as a teacher or nurse.

E. Junior high male students indicate they prefer books about sports, science fiction and careers when they choose reading material from the library. Seventh grade females enjoy reading young adult literature, humorous books and books about nature and animals, while eighth grade females report interest in books about travel and adventure as well as young adult literature and humorous books.

F. Junior high school students across grade level and sex report that their favorite school subject is physical education.

Research Report: THE HOLT BASIC READING SYSTEM (HBRS) Field Study (1977-1978)
Study Phase: On-Site Student Interviews
Report Date: July, 1978

I. Statement of Purpose/Methodology:

Holt, Rinehart and Winston (School Department) sought to investigate the reaction of students to specific features of THE HOLT BASIC READING SYSTEM (1977). For this purpose, a questionnaire was designed for students which would meet the following objectives:

A. To assess the characteristics of the student sample completing the questionnaire.

B. To assess the types of books in which students are interested.

C. To assess the level of students' understanding of special features in their basic reader, namely, the career features and the art portfolio.

D. To assess students' level of interest for particular basic reader stories and the reasons for this interest.

The questionnaire was employed with students from five representative school sites. All selected schools were users of the HBRS program © 1977. The questionnaire was orally administered to students by on-site interviewers. The student sample (N=251) included first and second grade students (n=85) who had recently completed HBRS Reading Level 8, third and fourth graders (n=71) who had recently completed HBRS Reading Level 12 and sixth and seventh grade students (n=95) who had recently completed HBRS Reading Level 15.

II. Results.

A. General School Information of the Students.

In rank order, the students are thus represented by national geographic region: Pacific Region (n=70), Eastern Region (n=58), Midwestern Region (n=55), Atlantic Region (n=40) and Western Region (n=28). The profile of the students' schools are quite varied in terms of type of school community, the total school population and the estimated family income of the students, as demonstrated by the following table:

TABLE 1

Geographic Region	Community	School Grades	Total School Population	Estimated Family SES[1]
Eastern	Suburb	1-8	670	Middle
Atlantic	Rural	K-7	617	Middle
Midwestern	Small City	1-8	270	Low to Middle
Western	Suburb	K-6	400	Middle to Upper
Pacific	Rural	K-6	510	Low to Middle

[1]Estimated Socio-Economic Background of family in accordance with the U.S. Department of Commerce-Bureau of the Census (1977 report).

B. Students' Favorite Books.

The following table presents the types of books which the students report as their favorites (in rank order):

TABLE 2

Reading Level 8			Reading Level 12			Reading Level 15		
Males (n=39)	Females (n=45)	Total (n=84)	Males (n=33)	Females (n=37)	Total (n=70)	Males (n=59)	Females (n=38)	Total (n=97)
A	A	A	D	C	C	C	C	C
B	C	B/A	C	A	D	D	F	D
C	B		A	E/F	A	G		F

Book Code:

A. Animals
B. Dr. Seuss Stories
C. Mysteries
D. Sports
E. Biographies
F. Action/Adventure
G. Science Fiction

Across grade levels, students as a whole report a high interest in mysteries. Male students in particular, indicate high interest in books about sports; female students, in action/adventure books.

C. Students' Reaction to the Career Features and Art Portfolio Sections of the HBRS Pupil's Edition.

In regard to the career features in the pupil's edition, students were asked if they throught it was "a good idea" to have stories about adult occupations in their reading text. The students indicate that the career stories are an important feature and their responses as to why the career features are important to them demonstrates a clear understanding of the objectives of the career features. In their own words, the students state these objectives as:

> "To learn about different occupations."
>
> "To find out what it's like to have a particular job."
>
> "Gives the good points about different jobs that you can look into when you are older."
>
> "To learn about different careers and how different systems (newspapers, courtrooms, etc.) are run."

Similarly, the students were asked if they thought it was "a good idea" to have a section about artists' works in their reader (i.e. art portfolio section). The students state that they feel the art portfolio is an important feature and their responses as to why the portfolio is important to them demonstrates a clear understanding of its objectives. Some of the objectives stated by the students include:

> "It shows you how different artists see things and how they interpret what they see through their paintings."
>
> "To learn about painting and design."
>
> "So we can learn how to interpret pictures."
>
> "It's good because you can't find pictures of real art in lots of books."
>
> "You can learn how to create things."

In addition, the students were asked if they had ever been to an art museum to see famous paintings or sculpture. Approximately 60% of the students replied that they had never been to an art museum.

D. Students' Interest Level in HBRS Stories.

The students were shown the title pages of the stories in their reading text, and asked to cite the most and least interesting stores. In addition, they were asked to explain their interest level reponses. Please note, the tables present the most frequently cited stories in rank order, for each category (i.e. High Interest, Low Interest Stories).

1. Story Interest of Level 8 Readers

Level 8 readers report a high interest in the story "Bert's Berries." They found it very amusing and were "glad in the end when Bert learned to share his berries." Another favorite of the students was "That's What Friends are For," because it was "all about animals" and "friends are for helping you and that's what the story was about." Many of the Level 8 female students mentioned "Kim and Rosa" as a favorite because of "the excitement when Kim and Rosa got stuck in the elevator together." The fact that the two children "liked to play together" was another reason for its popularity. The ending of "The Camel Who Went For a Walk" (i.e. "the camel turns back when all the animals are ready to drop things on her") makes this story enjoyable to many of the students.

Several students do, however, report "Kim and Rosa" as a low interest story. The boys generally felt they would have preferred "a story about boys instead," while other students found the episode of the girls getting stuck in the elevator "scary and upsetting." The students report "Maggie in the Middle" and "Our Trip" as boring because they "didn't have much action." Moreover, the students state that the character in "Maggie in the Middle" (i.e. Maggie) was "just always angry and crying." The boys report they did not like "New Spring Hats" because it "didn't seem true—she tried to put more and more on her hat and it was silly." Students who expressed dissatisfaction with the story "Two Friends" often found it unfair. They "didn't like it when the boys weren't playing together" and thought it wasn't fair that they "ate at one person's house and not at the other's."

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TABLE 3

High Interest Stories for Level 8 Readers

Male Students	Female Students	Student Total	Total Number of Student Cities
A	C	A	17
B	A/B	B	14
D	D	C	11

High Interest Stories Code:

A. "Bert's Berries"
B. "That's What Friends Are For"
C. "Kim and Rosa"
D. "The Camel Who Went for a Walk"

TABLE 4

Low Interest Stories for Level 8 Readers

Male Students	Female Students	Student Total	Total Number of Student Cities
A	E	A	17
B	A	E	9
C/D		B	8

Low Interest Stories Code:

A. "Kim and Rosa"
B. "Maggie in the Middle"
C. "Our Trip"
D. "New Spring Hats"
E. "Two Friends"

2. *Story Interests of Level 12 Readers*

Level 12 readers report a high interest in the stories "Loveable Lyle," "The Mule Who Struck It Rich," "The Great Houdini" and "The Shrinking of Treehorn." The students like "Loveable Lyle" because it was funny, it "told about Lyle's feelings" and "taught you a lesson to think before you make a decision." "The Mule Who Struck It Rich" was a favorite because "it was funny how the mule became rich" and the story had a moral—"don't give up, keep going." The male students indicate they liked magic and therefore liked "The Great Houdini." The students enjoyed "The Shrinking of Treehorn" because it was funny how the boy got smaller. "Shirley Temple" was mostly enjoyed by female students who state that they "like biographies" and she was "one of the first big child movie stars."

Level 12 readers report a low interest for the stories "Sound of Sunshine, Sound of Rain" and "Atu, the Silent One." Both stories were generally found to be of little interest to both male and female students. Moreover, in "Atu, the Silent One" there was no action. The male students commonly report they disliked "Shirley Temple" because they "already know enough about her." "How to be a Nature Detective" was a low interest story for female students because they found it boring. "All it did was show tracks" and "a story just about footprints of dogs and cats—yuch!" were comments by two such female students.

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TABLE 5

High Interest Stories for Level 12 Readers

Male Students	Female Students	Student Total	Total Number of Student Cities
C	A	A	11
B	D	B/C	10/10
A/D	B/E	D	8

High Interest Stories Code:

A. "Loveable Lyle"
B. "The Mule Who Struck It Rich"
C. "The Great Houdini"
D. "The Shrinking of Treehorn"
E. "Shirley Temple"

TABLE 6

Low Interest Stories for Level 12 Readers

Male Students	Female Students	Student Total	Total Number of Student Cities
A/D	B	A/B	9/9
	C	C/D	7/7

Low Interest Stories Code:

A. "Sound of Sunshine, Sound of Rain"
B. "Atu, the Silent One"
C. "How to be a Nature Detective"
D. "Shirley Temple"

3. *Story Interests of Level 15 Readers*

"The Forgotten Door" was a story of high interest for both male and female students because it was "exciting," "kept you interested" and was "more like a book than a story so you could get involved with the characters." Moreover, they report they like science fiction and since the story concerned outer space, it was very enjoyable. The boys enjoyed "Beowulf" because it was "exciting" and "very adventurous." They also report "The Dog of Pompeii" as a favorite because it "described the dog and his feelings" and "what it is like to be blind" as well as being a story which is exciting and contains "history and adventure." The stories "Adventures in Naples" and "Trouble in Camelot" are mostly enjoyed by female students. They commonly state that "Adventure in Naples" describes "a lot of interesting places" and that they like "Trouble in Camelot" because they enjoy stories about the "olden times."

Some Level 15 readers report a low interest for the story "The Forgotten Door." For the most part, they felt it was too long to read in class. "I was absent for a couple of days and I never did catch up with the story line," complained one student. The male students report dissatisfaction with "The Language of Bees" and "Maria's House." They report that "The Language of Bees" has no action. They commonly mention that the story "Maria's House" had no real ending—"it just left you hanging." The students also report dissatisfaction with the story "Extra! Extra!." They commonly indicate that there is "not enough adventure" in the story.

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TABLE 7

High Interest Stories for Level 15 Readers

Male Students	Female Students	Student Total	Total Number of Student Cities
A	A	A	37
B	E/F	B	9
D		C/D	8/8

High Interest Stories Code:

A. "The Forgotten Door"
B. "Beowulf"
C. "The Baseball Computer"
D. "The Dog of Pompeii"
E. "Adventure in Naples"
F. "Trouble in Camelot"

TABLE 8

Low Interest Stories for Level 15 Readers

Male Students	Female Students	Student Total	Total Number of Student Cities
B	B	B	18
A/D	C	A/C	12/12
C	A	D	7

Low Interest Stories Code:

A. "The Language of Bees"
B. "The Forgotten Door"
C. "Extra! Extra!"
D. "Maria's House"

IV. Discussion:

On-site student interviews were conducted in order to assess student interest in stories and student understanding of the special features of the HBRS program. The students were from schools that were participating in THE HOLT BASIC READING SYSTEM Field Study (1977-1978). The following is a summary of the key findings as reported by the respondents (N=251) concerning the HBRS program (1977 Edition):

A. Students report that their favorite books are about mysteries. Male students enjoy, as well, books about sports; females, action/adventure books.

B. The students state that the career features in their textbooks are important to their learning and indicate that they clearly understand its objectives.

C. Similarly, the students state the art portfolio section in their text is important to their learning and indicate that they clearly understand its objectives. Moreover, 60% of the students report that they have never been to an art museum.

D. The high and low interest stories as reported by the students is consistent with several selections cited by the teachers. The report indicates that student preference for a few selections may be related to the variable of sex.

Research Report: THE HOLT BASIC READING SYSTEM (HBRS) Field Study (1977-1978)
Study Phase: Pre/Post Analysis of
Students' Achievement in Reading and Language Arts Skills

I. Statement of Purpose/Methodology:

Holt, Rinehart and Winston (School Department) sought to investigate students' achievement growth in reading and language arts skills with THE HOLT BASIC READING SYSTEM © 1977. Since the HBRS program employs a total-language approach to reading, the reading and language arts subtest of the Comprehensive Tests of Basic Skills (CTBS)-Form S and T[1] (published by CTB/McGraw-Hill) were employed for this purpose. The standardization of the CTBS insured that students' performance would be realistically compared with that of their contemporaries.

The pre and post-testing of the Comprehensive Tests of Basic Skills was conducted in 30 school sites throughout the country which had employed the HBRS program (1977). Students in grades one through eight were tested with this instrument in October of 1977 and again in May of 1978. The results of the testing phase presented in this report reflect the achievement growth in reading and language arts of students for whom there were both pre and post-test measures (N=7143). Assuredly, the total number of students tested per grade was larger than the number of students for whom there were matched test measures, due to such factors as student mobility and health. An analysis which employed, however, only matched pre and post-test scores of students was seen as the most efficient method to assess the impact of the HBRS program on students' achievement in reading and language arts. It is important to note that students were differentiated according to whether their school site had employed the HBRS program for one or two years.

II. Results:

A. General Information.

General information concerning the schools which participated in the pre/post analysis of the Comprehensive Tests of Basic Skills-CTB/McGraw-Hill are presented in Table 1. (This table immediately follows Section IIA.)

In rank order, the school sites (N=30) are thus represented by national geographic region: the Midwestern Region (n=8), the Western Region (n=8), the Atlantic Region (n=7), the Eastern Region (n=5) and the Pacific Region (n=2). The schools are quite varied in their description in terms of the type of school community, the total school population, and the estimated family income of the students.

The total number of students (N=7143) for whom there were both pre and post test measures, are by grade, as follows: first grade (n=925), second grade (n=1096), third grade (n=1092), fourth grade (n=1097), fifth grade (n=1191), sixth grade (n=1042) seventh grade (n=394) and eighth grade (n=306).

[1] Form S of the CTBS was used in grade one, form T in grades two through eight.

A chart presenting the pre and post grade equivalency scores (Table 2) follows Section IIA. This table confirms in general that there has been considerable student achievement growth in reading and language arts, as assessed by CTBS. It is, however, evident from the chart, as well as the following analyses (please refer to Section IIB) that third through eighth grade students were above average in their achievement in pre and post-test assessments.

TABLE 1c

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN THE
PRE/POST ANALYSIS OF THE
COMPREHENSIVE TESTS OF BASIC SKILLS © 1975 (CTB/MCGRAW-HILL)

Geographic Region	School Community	School Grades	Total School Population	Estimated Family SES*	Grades Participating in HBRS Study
Eastern	Large City	K-8	375	Low	3-8
"	Suburb	1-8	670	Middle to Upper	1-8
"	Suburb	K-6	396	Middle	1-6
"	Small City	K-8	289	Low to Middle	1-6
"	Small City	6-8	1070	Low	6,7
Atlantic	Large City	3-5	300	Low to Middle	1-6
"	Suburb	K-5	452	Middle	1-5
"	Suburb	6-8	1940	Middle to Upper	6-8
"	Suburb	K-5	1047	Middle to Upper	1-5
"	Small City	K-6	1500	Middle	1-6
"	Rural	K-7	617	Middle	1-7
"	Rural	1-9	1525	Low	1-8
Midwestern	Large City	1-8	157	Middle	1-6
"	Suburb	K-8	556	Middle to Upper	1-8
"	Suburb	K-6	620	Middle to Upper	1-6
"	Small City	1-8	270	Low to Middle	1-8
"	Small City	1-8	271	Middle to Upper	1-6

*Estimated Socio-Economic Background of family in accordance with the 1977 report of the U.S. Dept. of Commerce-Bureau of the Census.

TABLE 1b

HBRS Field Research Study (1977-1978)

PROFILE OF SCHOOLS PARTICIPATING IN THE PRE/POST ANALYSIS OF THE COMPREHENSIVE TESTS OF BASIC SKILLS © 1975 (CTB/MCGRAW-HILL)

Geographic Region	School Community	School Grades	Total School Population	Estimated Family SES*	Grades Participating in HBRS Study
Midwestern	Rural	K-6	500	Low to Middle	1-6
"	Rural	K-12	1340	Middle	1-8
"	Rural	K-3	240	Middle	2
Western	Suburb	K-6	624	Upper	3-6
"	Suburb	K-6	574	Middle	1-6
"	Suburb	K-6	330	Middle	1-6
"	Suburb	K-6	340	Middle to Upper	1-6
"	Suburb	K-6	800	Low to Middle	1-6
"	Suburb	K-6	500	Middle to Upper	1-6
"	Suburb	K-6	617	Middle	1-6
"	Small City	K-6	750	Low to Middle	3-6
Pacific	Small City	K-6	190	Middle	1-6
"	Rural	K-6	510	Low to Middle	1-6
"					

*Estimated Socio-Economic Background of family in accordance with the 1977 report of the U.S. Dept. of Commerce-Bureau of the Census.

TABLE 2

HBRS Field Research Study (1977-1978)

MEAN GRADE EQUIVALENCY PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills (Reading and Language Arts Subtests) © 1975 (CTB/McGraw-Hill)-Form S and T (Students were pre-tested in October of 1977 and post-tested in May of 1978)

Grade	Number of Students	Reading Total		Language Arts Total	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1[a]	498	1.3	2.2	1.5	2.1
1[b]	427	1.4	2.2	1.6	2.1
2[a]	533	2.5	3.3	2.3	3.5
2[b]	563	2.6	3.5	2.6	3.8
3[a]	686	4.1	5.2	4.0	5.5
3[b]	406	4.2	5.2	4.1	5.7
4[a]	403	5.3	6.0	5.8	6.6
4[b]	694	5.3	6.4	5.5	6.6
5[a]	693	6.8	7.9	6.8	8.0
5[b]	498	6.7	7.6	6.7	7.8
6[a]	623	7.6	8.6	7.9	8.7
6[b]	419	7.7	8.7	7.9	8.8
7[a]	255	8.4	9.2	8.7	9.3
7[b]	139	9.6	10.2	10.0	10.7
8[a]	166	9.5	10.4	9.4	10.3
8[b]	140	9.4	10.1	9.9	10.3

[a]Students from school sites employing the HBRS Program for two years.

[b]Students from school sites employing the HBRS Program for one year.

B. Pre/Post Analyses of the Comprehensive Tests of Basic Skills (CTBS)-Reading and Language Arts Sections.

A norm-referenced pre and post quartile distribution for achievement in reading and language arts (Table 3) was conducted to interpret the matched pre and post-test student assessments. (Table 3 immediately follows Section IIB.)

The quartile distribution summary of pre and post test scores compared the pre and post distribution of students in reading (total) and language arts (total) in accordance with national reference quartiles. In general, an examination of the changes in pre and post distributions indicate that indeed there is a large movement of students to higher national quartiles on the post-test administration of the CTBS. Importantly, students from school sites who have used the HBRS program for one year and students from school sites who have used the HBRS program for two years demonstrated this achievement growth. Thus, for example, on the pre-test of the reading section of the CTBS, 59% of the second grade students employing the HBRS program for only one year (N=533) placed within the top fifty percent of the nation for their grade level. On the administration of the post-test, 71% placed within the top fifty percent of the nation—an increase of 12%.

TABLE 3a

HBRS Field Research Study (1977-1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 1[a]
N=427

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	54	54	53	55
51-75	26	36	27	25
26-50	13	7	10	11
1-25	7	3	10	9

Grade 1[b]
N=498

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	45	51	47	53
51-75	31	37	28	27
26-50	17	9	14	14
1-25	7	3	11	6

[a]Students from school sites employing the HBRS Program for two years.
[b]Students from school sites employing the HBRS Program for one year.

TABLE 3b

HBRS Field Research Study (1977-1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 2[a]
N=563

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	38	51	41	47
51-75	27	27	32	30
26-50	18	17	15	19
1-25	17	5	11	4

Grade 2[b]
N=533

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	33	45	31	39
51-75	26	26	31	29
26-50	20	22	21	22
1-25	21	7	17	10

[a]Students from school sites employing the HBRS Program for two years.
[b]Students from school sites employing the HBRS Program for one year.

TABLE 3c

HBRS Field Research Study (1977-1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 3[a]
N=686

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	48	50	32	46
51-75	31	34	35	32
26-50	13	10	21	15
1-25	8	6	12	7

Grade 3[b]
N=406

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	44	47	31	45
51-75	28	30	32	26
26-50	15	13	22	20
1-25	13	10	15	9

[a]Students from school sites employing the HBRS Program for two years.
[b]Students from school sites employing the HBRS Program for one year.

TABLE 3d

HBRS Field Research Study (1977–1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 4[a]
N=403

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76–99	38	40	44	44
51–75	31	29	30	29
26–50	19	20	16	18
1–25	12	11	10	9

Grade 4[b]
N=694

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76–99	35	44	35	44
51–75	34	28	32	29
26–50	21	20	23	19
1–25	10	8	10	8

[a]Students from school sites employing the HBRS Program for two years.
[b]Students from school sites employing the HBRS Program for one year.

TABLE 3e

HBRS Field Research Study (1977–1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 5[a]
N=693

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76–99	48	47	40	44
51–75	27	30	30	29
26–50	15	13	18	18
1–25	10	10	12	9

Grade 5[b]
N=498

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76–99	48	51	41	46
51–75	30	30	30	28
26–50	14	12	20	19
1–25	8	7	9	7

[a]Students from school sites employing the HBRS Program for two years.

[b]Students from school sites employing the HBRS Program for one year.

TABLE 3f

HBRS Field Research Study (1977-1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 6[a]
N=623

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	41	50	40	50
51-75	33	27	29	26
26-50	16	16	20	15
1-25	10	7	11	9

Grade 6[b]
N=419

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	38	48	40	45
51-75	34	28	29	29
26-50	18	17	21	18
1-25	10	7	10	8

[a]Students from school sites employing the HBRS Program for two years.

[b]Students from school sites employing the HBRS Program for one year.

TABLE 3g

HBRS Field Research Study (1977-1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 7[a]
N=255

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	57	63	57	68
51-75	31	29	28	23
26-50	10	5	11	7
1-25	2	3	4	2

Grade 7[b]
N=139

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	40	45	38	45
51-75	30	28	30	24
26-50	19	18	19	18
1-25	11	10	13	13

[a]Students from school sites employing the HBRS Program for two years.

[b]Students from school sites employing the HBRS Program for one year.

TABLE 3h

HBRS Field Research Study (1977-1978)

QUARTILE DISTRIBUTION SUMMARY OF PRE AND POST-TEST SCORES

Comprehensive Tests of Basic Skills © 1975-Form T

Grade 8[a]
N=166

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	29	33	37	43
51-75	46	40	41	35
26-50	23	21	19	19
1-25	2	6	3	3

Grade 8[b]
N=140

National Percentiles in Quartile Formats	Reading Total		Language Arts Total	
	Pre-Test	Post-Test	Pre-Test	Post-Test
76-99	44	50	37	47
51-75	28	26	32	26
26-50	20	18	23	21
1-25	8	6	8	6

[a]Students from school sites employing the HBRS Program for two years.
[b]Students from school sites employing the HBRS Program for one year.

III. Discussion:

The reading and language arts subtests of the Comprehensive Tests of Basic Skills (CTBS) Forms S and T (published by CTB/McGraw-Hill) were administered to 30 school sites throughout the country which had used the HBRS © 1977 program. Students were pre-tested with this measure in October of 1977 and post-tested in May of 1978. Employing these test results, analyses were conducted to evaluate student achievement growth in reading and language arts after instruction with THE HOLT BASIC READING SYSTEM. The results of this testing phase reflect the achievement growth in reading and language arts of students for whom there were both pre and post-test measures. The students (N=7143) were tested in first through eighth grade. In general, after instruction with THE HOLT BASIC READING SYSTEM © 1977, students demonstrated achievement growth in reading and language arts as indicated by their post-test movement to higher national quartiles.

Research Report: THE HOLT BASIC READING SYSTEM (HBRS) Field Study (1977-1978)
IMPLICATIONS OF THE STUDY FOR PROGRAM DEVELOPMENT

The results of THE HOLT BASIC READING SYSTEM Field Study (1977-1978) have indicated important implications for program development.

Implication 1: School administrators and teachers are strongly supportive of the total-language approach to reading of the HBRS program.

Implication 2: There is a need for more representative reaction from teachers and students who are employing the "new" editions to the HBRS program, namely Levels 16 and 17.

Action: To further this aim, Holt will conduct a larger more representative study for users of the HBRS Levels 16 and 17 (Winter, 1979).

Implication 3: School administrators indicate that the HBRS Management System could be simplified.

Action: Student performance item analyses have been conducted on certain level and unit tests of the HBRS Management System (Summer, 1978). These analyses have been very helpful in better understanding the design of the management system. Further item analyses, as well as teacher and school administrator evaluations will continue to be sought (Winter, 1979).

Implication 4: School administrators indicate that the transition between HBRS Levels 2 and 3 is irregular.

Action: Using experimental prototype material, an additional study was conducted this spring (1978) to address this report implication. The reaction of teachers and students employing this material will be used to make the transition between HBRS Levels 2 and 3 a smoother one.

Implication 5: Teachers and students consistently cite specific story selections as being of high or low interest.

Action: Both high and low interest stories will continue to be analyzed according to several factors such as student interests and developmental level. This investigation will form an integral part of the story selection process for the HBRS program.

APPENDIX

Participating Schools in the HBRS Field Research Study (1977-1978)

We strongly appreciate the cooperation of the following schools for participating in several, if not all of the phases of the HOLT BASIC READING SYSTEM Field Research Study during the 1977-1978 school year:

Auburn Schools
- Boykin School
- Cary Woods Primary School
- Dean Road School
- Drake School
- Wright's Mill School

Auburn, Alabama

Wetumpha County Schools
Wetumpha, Alabama

Silverwood School
Concord, California

Fruituale School
Oakland, California

Altura Elementary School
Aurora, Colorado

Bear Creek Elementary School
Boulder, Colorado

Carl Sandburg School
Littleton, Colorado

Lowell Elementary School
Boise, Idaho

A. W. Johnson School
Firth, Idaho

St. Joseph's School
Joliet, Illinois

Prince of Peace School
Lake Villa, Illinois

West Ottawa Public Schools
- Glerum Elementary School
- Lakewood Elementary School
- Pine Creek Elementary School
- Woodside Elementary School

Holland, Michigan

Park Elementary School
Bloomington, Minnesota

Spring Valley Elementary School
Spring Valley, Minnesota

Wells Public School
Wells, Minnesota

Charbonier Elementary School
Florissant, Missouri

Lusher Elementary School
Florissant, Missouri

Garfield School
St. Louis, Missouri

Smith Elementary School
Helena, Montana

Avery Elementary School
Belle Vue, Nebraska

Lexington Public Schools
- Amberly Elementary School
- Angling Road Elementary School
- Bryan Elementary School

Lexington, Nebraska

Wildwood Elementary School
Ralston, Nebraska

Harvey Dondaro Elementary School
Las Vegas, Nevada

St. Joan of Arc School
Marlton, New Jersey

St. Mary's School
Perth Amboy, New Jersey

St. Francis de Sales School
Belle Harbor, New York

Most Holy Trinity School
Brooklyn, New York

St. Michael's School
Brooklyn, New York

Estee Middle School
Gloversville, New York

Colonial School
Akron, Ohio

St. Albert the Great School
Kettering, Ohio

Sts. Peter and Paul School
Reading, Ohio

Eastside Elementary School
Midwest City, Oklahoma

Ridgecrest Elementary School
Midwest City, Oklahoma

Bywood School
Upper Darby, Pennsylvania

Leaphart Elementary School
Columbia, South Carolina

Hartsville Area Schools
West Hartsville Elementary School
Hartsville Junior High School
Hartsville, South Carolina

Irmo Middle Campus I
Irmo, South Carolina

Belle View Elementary School
Alexandria, Virginia

Charles Barrett School
Alexandria, Virginia

Wallace Elementary School
Bristol, Virginia

Loch Lomond Elementary School
Manassas, Virginia

George Washington Carver School
Richmond, Virginia

Brookside Elementary School
Seattle, Washington

Brookside Elementary School
Tacoma, Washington